

Lesson Plan

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| Name | Julia Giebultowicz | Age/Grade Level | 10 th -12 th grade |
| Lesson title | Understanding Mexican Migration Through Stories | Unit title | Contemporary Migration from Mexico to The United States |
| Subject area | Social Studies | Estimated time | 90 minutes |

Curriculum Framing Questions:

Essential Question: Why do people migrate?

Unit Question that applies to this lesson: What are the push and pull factors and how do these factors influence what is currently happening in regards to migration in the United States and Mexico?

Lesson or Content Question(s): Define/understand/provide example of push and pull factors. What is the trend of immigration from Mexico to the United States?

Goal

Grasp meaning of narratives, allow stories to help students see the greater immigration story

Learning Objective(s)

Students will comprehend the stories, identify and analyze the push and pull factors through group activity, teach the other students about their stories, and compare the narratives

Curriculum Standard(s)

SS.HS.GE 05 Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas and products.

SS.HS.GE 06 Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries or regions.

Materials needed

- Narrative handouts (handouts 2.3-2.6)
- Poster-board (or butcher paper) for each group
- Markers
- Other handouts

Background knowledge or skills students need prior to lesson

Vocabulary and concepts from previous lesson. Students will have been given assigned hand out night before.

Hook or Introduction

There will be a guest speaker from either the Latino network (www.latnet.org/index.html) or CAUSA (<http://www.causaoregon.org/>) both immigrant rights organizations in Portland. I have e-mailed both organizations asking about guest speaker possibilities and am currently waiting for a reply.

Procedures

- (25 minutes) Guest Speaker will talk to students about the immigrant experience in Oregon.
- (5 min) Group discussion: reflection on the movie (or speaker): what were the push and pull factors? (3-4 min)
- (5 min) Announce that we will begin a fun group project soon, but first ask if anyone has questions about the readings we did, to clarify any difficult vocab or concepts?
 - Students will form 4 groups of 6 based on handouts assigned the previous night (handout 2.7 has instructions, as well as handouts 2.3-2.6 which are the narratives), 1 handout per group. Each handout is a different narrative of a Latin American immigrant or family of immigrants.
 - Instruction: Teacher will explain that the group project will be to either make an engaging 3-5 minute skit covering the story in the handout, or make a detailed and visually appealing mental map that will be presented to the group (also 3-5 minutes). Provide examples of mental map (handout 2.2) Stress including push and pull factors in the presentations. Stress importance of every student participating.
 - Teacher will guide the students in separating into their separate table groups. Encourage students to make an outline of the significant ideas and events that they want to cover before working on bigger project.
- (20) Students will work on presentations for 30 minutes (20 if there is speaker)
 - Teacher will walk throughout the classroom making sure students are on track, making sure each student has a role, and making sure students are grasping the key ideas.
 - Teacher will provide 5 minute, 2 minute, and 1 minute warning when time is almost done.
 - Teacher will announce time is over, and allow 2 minutes to get tables back in order.
- (20) Begin presentations. Ask students to take notes, think about push and pull factors, and think about similarities between the stories. Give students handout 2.1 to take notes with.
- (10) Post presentation discussion
 - After time is over, students do a 2-minute pair share to talk about similarities and differences, and then a 2-minute table share.
 - Each table will report out the findings of the tables.
 - Teacher writes down similarities and differences on the board.
 - Then teacher asks the tables to synthesize their findings in order to predict the main reasons that immigration occurs: main pull factors, and main push factors, and think of similarities between what they learned this lesson and the last lesson.
- If there is time left, ask students to write a reflection of what they learned, what was new information, and what surprised them. If there is not time left, have them do this as homework.

Differentiation/Accommodation

The lower level readers will get handout 2.6, which is the shortest handout, This story also comes with a video. If they struggled with the reading regardless, they will understand the stories better once they are in the group setting. I will encourage them to take an

artistic/performance role in the skits (doesn't involve much reading/writing.) The lesson should be active enough and include enough movement that the ADHD child is engaged, and have enough activity and discussion that the reading writing aspect is minimal. The ADHD student will be placed near the teacher so that they can be kept on track during the guest speaker and presentations. Taking notes will help him/her from being too distracted. If it is severe, they will be allowed a fidget toy. The tag student will receive handout 2.5, as it is the longest handout, but also has an available audio component for the regular readers who may struggle with the large amount of text.

Attention to Literacy

Closure

Final discussion: I will praise them for being "detectives" and deducting their own conclusions based on the readings they did. I will ask them to keep in mind as they leave, what would be a good way to deal with immigration if they were in the government (in preparation for future lessons)

Assessment and Evaluation of Student Learning

I will carefully evaluate the group presentations. I will check to see that while working on the presentations, each child is contributing to creating the presentation, and during the actual presentation, make sure each child is participating and somehow contributing. I will look for evidence of push and pull factors in each presentation. I will watch to see if the presentations are entertaining and emotionally appealing.

I will look at notes students took to make sure students are able to successfully identify push and pull factors. I will also see if they are able to draw connections between the stories, and make conclusions about the universal push and pull factors that cause immigrants to come to the U.S. I will also look for evidence of this during group discussions.

In the reflections, I will expect the students to mention push and pull factors and something new that they learned.